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Summer 2004

POD Network News, Spring/Summer 2004

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President's Column

Wow, what an exciting time to be working in higher education! As the new president of POD, I would like to share some information and thoughts on what is happening in higher education, faculty development, and in POD as an organization.

Continued Growth

The overall picture across higher education is one of continued growth for faculty development. Membership data compiled by Kay and Frank Gillespie, POD Executive Directors, show that there has been a 20% increase in the last 3 years! We now have over 1,200 members. This, along with the enrollment of over 75 people in the New Faculty Developers Institute held at Indiana University-Purdue University at Indianapolis last summer, indicates that many more institutions are starting faculty development programs than are closing them.

The good news is twofold. First, the majority of research universities have clearly seen the value of having some kind of faculty development program on their campuses. While there is still major work to be done in terms of encouraging faculty to take part in these programs, at least the programs are in place.

Second, these numbers give us an opportunity to identify areas of growth. This is already occurring to some extent. The number of programs in 4-year colleges has grown dramatically in the last five years, supported in part by the efforts of POD members in those institutions to spread the word among faculty leaders in other 4-year colleges.

It is also important to note that although the number of POD members in 2-year colleges and special types of colleges is very small, there are other faculty development organizations currently serving their needs. Thus, more of those institutions have faculty development programs than the numbers suggest. In the future, POD will strive to more effectively assist these institutions.

Changes in Accrediting Organizations

One of the major positive developments in the context of higher education in the last few years has been the revised criteria for accreditation developed by the regional accrediting associations. All six of the regional associations have changed their criteria or the way they implement their criteria. The new criteria now require colleges to provide evidence of student learning and of faculty efforts to learn about teaching. (A summary of the changes in the criteria used by regional accrediting associations is available online: www.ou.edu/idp/materials/accrediting.htm.)

Last summer, the executive director of the North Central Association, the largest of such associations in the country, invited me to coordinate a track of five sessions on "Faculty Development and Accreditation" at their annual conference in late March. Several POD members willingly responded to the request I sent out to do these sessions. At the conference, their sessions were attended by over 400 people, most of whom were provosts or other senior administrators. These sessions accomplished a great deal in terms of educating campus leaders about the value of faculty development in higher education.

POD Membership by Carnegie Institution Type (within the U.S.)

Type of Institution	Total Number of Institutions	Institutions with POD members	Percent of Total
Research universities	261	149	57.09%
Masters I & II	611	140	22.91%
4-year colleges	608	57	9.38%
2-year colleges	1,668	27	1.62%
Other (tribal, HBCU, etc.)	514	18	3.50%
TOTALS	3,662	391	10.68%

(We also have members from 33 Canadian institutions and 25 institutions in 16 other countries.)

Strategic Plan for POD

At the spring meeting, the Core Committee spent a lot of time thinking about what POD does well, what POD does not do well, and what POD needs to do differently. Benefiting from the collection of ideas from other experienced POD members on these same questions, the Core worked toward identifying four major areas that should receive attention during the next few years:

- *Member Services*--finding new and better ways to serve our members.
- *Professionalization of Faculty Development*--making faculty development a well-defined and respected profession.
- *Organizational Change*--promoting better support in colleges and universities for faculty development.
- *Outreach*--"getting the word out" about faculty development and about POD.

Detailed information about these issues is forthcoming.

If we, as an organization, can find new and effective activities to move forward in all four areas, whether three years from now or ten years from now, faculty development programs will be stronger and more numerous; college teachers, in increasing numbers, will use more powerful ideas in their teaching; and college students will experience a more powerful education. Like I said, this is an exciting time to be in higher education!

Dee Fink, President

Thanks, Laura!

POD extends special thanks to Laura Border for all her work as president of POD. Laura officially became past president at the spring meeting of the POD Core Committee. In addition to the normal duties involved during her tenure as president, she led the effort to revise POD's *Governance Manual*, continued her dedication and support for TA development, and helped organize the strategic planning effort at the spring Core meeting.

Grant Recipients

The POD Grants Committee is pleased to announce that two exciting projects have been funded in the area of the assessment of the work of educational development. Both recipients will report on their work at upcoming POD conferences.

Designing e-Management Systems to Assess and Support Faculty Development

Bonnie B. Mullinix and Cary Harr
Monmouth University

Tools to Guide Teaching Centers in Program Assessment Efforts

Kathryn M. Plank, et al.
The Ohio State University

Certificates of Special Achievement

Purpose and Overview

Each year, POD may present no more than three certificates to recognize POD members for a notable contribution: 1) to the profession of faculty, instructional and organizational development or 2) to POD. In either case, the contribution will be one that furthers the goals of POD. Unlike the Spirit of POD Award, which is primarily awarded for long-time service to POD, this award more often recognizes a particular contribution to the profession or POD. Nominators and nominees must be members of POD. The award will be noted at the Annual Conference and in the POD newsletter.

Criteria and Evaluation

The nomination must be submitted to the Awards and Recognition Committee by a POD member. Self-nominations will not be accepted. The Awards and Recognition Committee will use the following criteria to evaluate nominees:

1. significance of the achievement in terms of enhancing faculty development or the work of POD, including evidence of success and impact on the field of faculty, instructional, and organizational development or on POD as an organization, and
2. consistency of the achievement with the core purposes of POD (see <http://podnetwork.org>).

How to Prepare Your Nomination

The nominator must complete the following in no more than three single-space pages:

1. formal name of nominee as it might appear on a certificate,
2. title and current institution,
3. full address,
4. phone number and e-mail,
5. description of special achievement,
6. explanation of its significance and evidence of success and impact on the field of faculty, instructional, and organizational development or on POD as an organization,
7. explanation of the goals of POD that the achievement furthers, and
8. brief biographical sketch of nominee. (List pertinent background information that will assist in evaluating the nominee's achievement.)

How to Submit Your Nomination

Please take care to ensure your nomination includes all the information requested. Nominations must be filed by Monday, June 28, 2004. Applicants will be notified of the Awards and Recognition Committee's decision approximately 4-6 weeks after the deadline. Submit nominations electronically, by fax, or by mail to Frank and Kay Herr Gillespie, Executive Directors, The POD Network, P.O. Box 271370, Fort Collins, CO, 80527-1370, podnetwork@podweb.org, 970-377-9282 (fax).

TIA Call for Manuscripts

The Professional & Organizational Development (POD) Network invites submissions for the 2005 edition of *To Improve the Academy*. Since its inception in 1982, *To Improve the Academy* has provided a forum for articles on instructional, faculty, and organizational development. Manuscripts are solicited on those three general areas and may be research-based, programmatic, or reflective pieces.

The audience for *To Improve the Academy* is composed of several constituencies who share an interest in improving the climate for teaching and learning in higher education, including faculty and organizational development administrators and consultants. Articles should be designed to inform and assist these members of the academic community with their work. Papers accepted for publication demonstrate scholarly excellence in research, innovation, integration, and/or inspiration about instructional, faculty, and/or organizational development.

Submission Requirements

- Maximum length of articles is 20 pages, double-spaced (12-point font).
- Manuscripts must be prepared according to the guidelines in the *Publication Manual of the American Psychological Association* (5th ed.).
- Include a title that clearly informs the reader about the content.
- Include an abstract of 100 words or less.
- Citations appear in the reference section at the end of the manuscript. In the text, sources are cited by author(s) and date, and if direct quotations are used, the page number(s).
- Headings, if they are used, are not numbered.
- When you describe new approaches and programs, please include evaluative information.

Submit two copies of the cover sheet, two copies of your complete manuscript, and three copies that omit your name and any reference to your institution. Do not send a disk with the review copies. The editors will provide prompt feedback on all manuscripts. If your manuscript is accepted for publication, we will ask you to send the document (including all charts and tables) and a biographical statement in electronic form.

Please send inquiries and manuscripts by December 13, 2004, to Sandra Chadwick-Blossey, Ph.D., Rollins College, 1000 Holt Avenue, Winter Park, FL 32789, schadwick@rollins.edu, 407-628-6353 (phone), 407-646-1581 (fax).

Bright Idea Awards 2004 Call for Submissions

A long-standing POD tradition continues in Montréal with

the Bright Idea Awards (BIA). This unique conference event is a highlight of the annual POD conference. Bright Idea Awards will be presented to participants who have implemented creative ideas for the enhancement of teaching and learning and/or faculty development.

Highlights of the Process:

- e-mail submission of all Bright Idea entries prior to the Montréal conference
- Friday evening poster session presentation by all award recipients
- Saturday evening banquet and awards ceremony
- Recognition Candles and the Bright Idea Traveling Lamp Award
- award certificates
- award letters to recipients' campus officials and public affairs offices
- web site <<http://atech2.wku.edu/skuhlens/bidea/>> featuring submission guidelines and past and current Bright Ideas

If you have additional questions, contact Cynthia Desrochers, California State University, Northridge, cynthia.desrochers@csun.edu. Submit your entry via e-mail by Monday, September 20, 2004.

International Spotlight

Zayed University, located in the United Arab Emirates, was founded in 1998 by the federal government "for the education and preparation of Emirati women for meaningful and successful 21st century personal and professional life." Students are encouraged to "function effectively in the multicultural environments of a global society where personal strength and self-confidence are necessary precursors to success."

Faculty, staff, and students work together to provide an outcomes-based learning environment that encourages and supports students' academic and life-long success. Six outcomes guide the curriculum--critical thinking, information literacy and communication, information technology, global awareness, leadership, and teamwork. The University is based on the American model, and classes are taught in English. Students must achieve written and oral proficiency in English and Standard Arabic.

The first graduates of the institution are just beginning their careers and are demonstrating an understanding of their place in the world and an appreciation of the duties of leadership. They are recognizing the challenges and values of teamwork, the importance of continually improving technical skills, and the need to continually engage in critical reflection and problem-solving. "They see themselves as important to their country and their families and as creators of the future."

Zayed's H. Lea Wells has been a POD member for several years. Her colleagues Susan Jones, David Palfreyman, and Keith Van Tassel recently joined the organization.

International Connection

Laura Border, POD President, 2002-04, met with Professors Akira Arimoto and Tsukasa Daizen and two of their research fellows, Hideto Fukudome and Watanabe Tatsuo, from the Research Institute for Higher Education at Hiroshima University. The group plans to develop a faculty development association like POD in Japan. They are also interested in developing a program for preparing future faculty at their institution.

POD Conference Items

Conference Corner

Educational expeditions have long been a part of the POD Conference tradition. This tradition began in a small way at the 1988 conference at Keystone Resort in Keystone, Colorado. Surveying the beautiful environment, the conference organizers were inspired to offer a guided hike as one of the concurrent sessions. The hike promoted both networking and exploring. Today's educational expeditions continue to offer conference attendees an informal way of connecting with others and a sampling of the cultural and natural aspects of the region in which the conference is held.

Bring an Administrator

On all our campuses, administrators (chairs, deans, provosts, presidents) play a critical role in shaping the context for faculty development. The presence or absence of administrative encouragement and support is a major influence on whether faculty members participate in our program activities.

In recognition of this, Devorah Lieberman, Marilyn Leach, and Dee Fink are preparing a special set of sessions for administrators at this fall's POD conference, November 4-7th, in Montréal, Québec, Canada. The sessions' general purposes are to help administrators develop a fuller understanding of faculty development and its importance for enhancing the quality of educational programs, and to assist them in identifying specific actions they can take to support better teaching and learning in their departments, colleges, or institutions.

More information about this set of sessions will be featured in the fall newsletter. However, now is a good time to start thinking about which administrator(s) you want to bring to the conference!

Call for Case Studies

Roundtable discussions focusing on TA, instructional, and organizational development case studies will be held at the 2004 POD Conference. Organizers of the roundtables are currently seeking case studies that capture the complexities of faculty development work and promote a rich exchange of ideas on issues of decision making and best practice. Cases around any topic within faculty, TA, instructional, and organizational development, but particularly those that address the themes of the conference, are invited. A good case will be one that is brief (no more than a page, questions included), based on a real issue from practice, open-ended, and applicable to a broad range of educational developers. Please send single-page cases to Elizabeth Chandler at echandle@uchicago.edu no later than September 1, 2004.

Other Conferences

"Designing, Implementing, and Leading FLCs," The 5th Annual New FLC Developers' Institute, June 15-17, 2004, hosted by Miami University. For further information, e-mail celt@muohio.edu or phone 513-529-9266 or visit www.units.muohio.edu/flc/international.shtml.

The 2nd Annual International Faculty Learning Communities Conference, June 18-19, 2004, Oxford, Ohio, hosted by Miami University. For further information, e-mail celt@muohio.edu or phone 513-529-9266 or visit www.units.muohio.edu/flc/international.shtml.

"Experiencing the Richness of the University Mosaic: from Diversity to Individuality," SAPES/STLHE 2004, June 16-19, University of Ottawa, Canada, <http://www.uottawa.ca/services/tlss/stlhe2004/>. Stay in Ottawa after SAPES/STLHE 2004 to participate in ICED 2004!

"Defining a profession, re-defining actions: the convergence of goals of University Professors and Faculty Developers," The International Consortium for Educational Development, June 21-23, University of Ottawa, Ottawa, Canada, <http://www.uottawa.ca/services/tlss/iced2004/>. For information on this and the SAPES/STLHE conference, visit the web sites or contact Dr. Aline Germain-Rutherford, agermain@uottawa.ca.

Appreciative Inquiry Facilitator Training Workshops: June 14-17, Los Angeles, California; June 21-24, Auburn Hills, Michigan; June 28-July 1, Denver, Colorado; July 12-15, San Diego, California; August 9-12, Riverton, Wyoming; August 16-19, Lafayette/Oakland, California; August 23-26, Enfield, Connecticut. To learn more about Appreciative Inquiry, how to register for a workshop, or how to host a workshop on your campus, go to <http://CenterforAppreciativeInquiry.net>.

New Faces and Places

The Center for the Enhancement of Learning and Teaching (CELT) at Miami University is pleased to welcome six new members: Melissa Borowicz Betrus, Senior Administrative Assistant; Yildirim Dilek, Faculty Teaching Associate; Joan Fopma-Loy, Faculty Teaching Associate; Matt Howell, Technical Specialist; John M. Jeep, Faculty Teaching Associate; and Karl Shilling, Interim Associate Director. The Center has also moved to a new location. Its address is Langstroth Cottage, Miami University, Oxford, Ohio 45056.

Kudos

Michael Theall was nominated by a former student for *Who's Who Among America's Teachers* and was selected for inclusion in the 2004 edition. He was also awarded tenure in the College of Education at Youngstown State University.

Books By POD Members

Allen, M. J. (2004). *Assessing academic programs in higher education*. Bolton, MA: Anker.

Lieberg, C. (2004). *West with hopeless*. New York: Dutton.

Reflections: Essay on Teaching Excellence

With this issue of *POD Network News* we introduce a new feature by including a lengthier article to invite reflection. We begin with a selected *POD Essay on Teaching Excellence*. The essay series is available by subscription, and reproduction of this article is limited to subscribers. This essay is from Vol.11, no.5.

Fostering Students' Moral Development

Lion F. Gardiner, Rutgers University

Moral or ethical issues are central to our lives. Our personal relationships can be positive and enhance our lives or be destructive. Societal norms can be based on fairness and ethical values or involve favoritism and disrespect toward certain groups. Ethical behavior is essential in a democracy where, as citizens, we regularly make decisions affecting others.

Since the time of the earliest colonial colleges, American higher education has had a mission to foster its students' moral development. Today, there is concern about a growing incivility and an apparent decrease in level of caring for each other. In addition, some of the highest officials in the land—all college graduates—regularly display unethical behavior that may confuse the nation's

understanding of morality. High rates of academic cheating by college students suggest we have a significant moral challenge—and opportunity—for student learning and development.

Now our efforts to foster our students' moral development can benefit from four decades of empirical research, the findings of which can help us have a powerful impact on our students' lives and, through them, society more broadly.

What Research Tells Us

This essay focuses on aspects of moral development for which there is robust empirical support and sound guidance for teachers. A person's morality is influenced by a variety of internal and environmental factors. In one conception, moral action is determined by four components: (1) moral sensitivity (comprehending moral content when present in a situation), (2) moral judgment (determining what is the moral thing to do), (3) moral motivation (choosing to do what moral rather than other values dictate), and (4) moral character (having qualities such as strength of ego, perseverance, and courage to act) (Rest & Narváez, 1994; Rest, Narváez, Bebeau, & Thoma, 1999). (Unless otherwise indicated, descriptions of research and data are drawn from these two sources.)

All four of these components, and perhaps others, work together to influence a person's behavior. Development in one component does not guarantee development in another; all four are necessary for moral action. Of the four components, the second, moral reasoning or judgment, is the most fully researched. It is a cognitive variable upon which we know colleges and universities can have a powerful impact.

The conception of moral judgment used in this essay is based on the pioneering work of Lawrence Kohlberg as modified by more recent research by Rest. Kohlberg hypothesized six different stages or moral philosophies through which people can pass as they develop.

Stage 1: A morality focusing on obedience—yielding to the wishes of those who are more powerful and thus avoiding punishment.

Stage 2: An instrumental morality that seeks personal benefit with little concern for the needs of others. This is the Stage of "The Deal": *caveat emptor*.

Stage 3: A morality that seeks to maximize the quality of relationships. A person does what will gain others' approval.

Stage 4: A morality of law and order: One has a duty to obey the law and maintain the social order.

Stage 5: A morality that focuses on social contract: What is moral is what people have previously agreed to.

Stage 6: A morality that uses abstract, universal ethical principles to decide what is the moral act. Reasoning at this stage respects all people without regard to their ethnicity, age, class, or other personal characteristics.

Comprehension of the various stages is gradually developed, provided one has appropriate experiences. Stages 5 and 6 involve using principles to think about relationships among people rather than rigid laws given by authority (Stage 4). What is moral is what advances implementation of a principle.

Most people, including college undergraduates, primarily use the moral reasoning of Conventional Stages 3 and 4. Stages 1 and 2 are thus known as Preconventional and 5 and 6 as Postconventional. Many people never develop the capacity for substantial Postconventional reasoning. Although rigid Stage 4 authoritarian moralism and legalism may seem repugnant from a Postconventional principled perspective, achieving the shift from the more selfish personal perspective of Stages 1-3 to the sociocentric maintaining norms perspective of Stage 4 reasoning is an important moral advance, certainly over Preconventional lawless or criminal behavior.

Developing upward through the various stages, one's reasoning is increasingly concerned with others' needs and less exclusively with one's own. There is a development in capacity to deal with the increasing cognitive complexity and abstraction required to comprehend the reasoning of each successive stage.

Research shows a person can understand not only his/her reasoning currently used when dealing with moral dilemmas but also the reasoning of the stages below, having developed through all of these stages. However, s/he will tend to reject the lower stage reasoning as inferior, too simple, or childlike.

Of the methods of measuring moral reasoning, the most widely used is the Defining Issues Test (DIT), a technically strong, objective paper-and-pencil test. In use since the 1970s, the DIT has been employed in more than 40 nations with hundreds of thousands of people in over 1,500 studies, with around 150 being published yearly. The DIT presents several moral dilemmas to test-takers, who are asked to respond to questions about each dilemma. A P Score, the percentage of Stage 5 and 6 principled reasoning people use in responding to the dilemmas, is calculated from the results and represents their current level of moral reasoning development.

Numerous studies have examined factors that might influence the development of moral judgment. Findings show that although age is associated with stage of moral reasoning, the best correlate is level of schooling. Junior high school students have P Scores that, average 21.9 (percent); senior high school students, 31.8; adults in general, 40.0; college students, 42.3; graduate students

in business, 42.8; medical students, 50.2; law students, 52.2; liberal Protestant seminarians, 59.8; and graduate students in moral philosophy and political science, 65.2.

Apparently, association with school activities is important for growth. Older people who have completed only high school tend to perform on the DIT like current high school graduates, and older college graduates appear stuck at the level of current college graduates.

Some (e.g., Gilligan, 1982) have suggested women conceive of moral issues in terms of care-giving and relationships rather than justice as in Kohlberg's scheme. But available studies give mixed results (Evans, Forney, & Guido-DiBrito, 1998), and there are no significant gender differences in scores from DIT samples of thousands of people. Many dozens of studies have examined a possible Western cultural bias of Kohlberg's six stages of moral judgment. Meta-analyses of these studies reveal widespread, possibly universal distribution of these forms and this sequence of moral reasoning.

What Teachers Can Do

College experiences can have a significant impact on students' moral reasoning. In fact, some of the strongest college effects found in the literature are on moral reasoning (McNeel, 1994). This impact is particularly strong in liberal arts colleges and in disciplines that explore people and values. Students in more vocationally oriented disciplines such as business and education have shown considerably lower DIT score growth over their college experience. In fact, after reviewing research on this issue, McNeel (1994, p. 34) has remarked, "There may be a moral development problem nationally in the areas of business and education," two fields with an enormous impact on society.

Numerous studies in moral education suggest practical tactics teachers can use that will help their students move toward more complex, principled ethical reasoning. Listed here are some methods consistent with the findings of research on fostering students' moral judgment.

- Have students discuss controversial moral dilemmas. Identify disciplinary issues with moral content—that relate to moral values. Develop cases, problems, or scenarios that involve these values for students to discuss.
- Have students play the roles of and explain the reasoning used by others to resolve moral dilemmas.
- Allow students to discover how various cultural groups reason about moral issues.
- All courses, even in disciplines such as mathematics or statistics that on their surface may appear to lack obviously moral content, offer rich opportunities for helping students develop their skill in moral reasoning. Every course can become a learning community where values of mutual respect, sensitivity to others' needs, and cooperation are emphasized and

discussed.

- Ensure all students have ample out-of-class contact with faculty members.
- In addition to high involvement tactics, directly teach Kohlberg's model of six stages of reasoning as one would teach other, disciplinary concepts.
- Use the DIT to help both teacher and students understand their moral reasoning and track and improve program effectiveness.

With such efforts we can indeed foster our students' moral development – for the good of all.

References and Resources

Defining Issues Test. Center for the Study of Ethical Development, University of Minnesota, 178 Pillsbury Drive, Minneapolis, MN 55455.
[<http://edpsy.coled.umn.edu/PSYCHF/CSED/default.html>].

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge, MA: Harvard University Press.

McNeel, S. P. (1994). College teaching and student moral development. In J.R. Rest & D. Narvaez, *Moral development in the professions: Psychology and applied ethics* (pp. 27-49). Hillsdale, NJ: Erlbaum.

Rest, J. R., & Narváez, D., (eds.) (1994). *Moral development in the professions: Psychology and applied ethics*. Hillsdale, NJ: Erlbaum.

Rest, J., Narváez, D., Bebeau, M. J., & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Mahwah, NJ: Erlbaum.

From the POD Office

Registration for the 2004 POD Conference is approaching, and we want to inform you of the procedures that will be followed upon receipt of your form. We strive for a 24-hour turn-around. During peak periods, however, allow additional time for processing. Your confirmation and receipt of payment will be sent as soon as possible. If you wait until the last minute to fax your early-bird registration, you may be met with a busy signal from the fax machine. Save yourself some frustration and register ahead of the deadline. We welcome any questions you might have about the registration process and look forward to hearing from you.

POD Travel Grants

The POD Network supports a program of travel grants to support conference attendance by persons from under-represented groups and institutions. This program is overseen by the POD Diversity Commission. The call for proposals is now open, and complete information can be found at <http://atech2.wku.edu/skuhlens/podsubmit/travelgrant.html>. The deadline for submission of applications is August 9, 2004.

Newsletter Deadline

Submissions for the fall issue of POD Network News should be sent via e-mail to Mary Everley at EVERL001@UMN.EDU by August 6, 2004.

Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at <http://list-serv.nd.edu/archives/pod.html>. This electronic discussion list is hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning.

Attend the 29th Annual POD Conference, to be held November 4-7th, 2004, in Montréal, Québec, Canada. The most current information about the annual conference can be found on the POD web site at <http://podnetwork.org> under *Conferences* and *2004*.

Bookmark POD's Web site at <http://podnetwork.org>

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Please note the changes in the post office box number and zip code for the POD Network.

Contacting the POD Office

Spring/Summer 2004

It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.
Frank and Kay Gillespie, Executive Directors

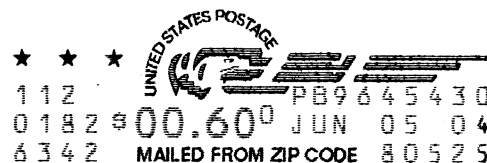
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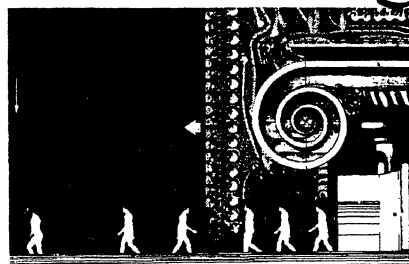
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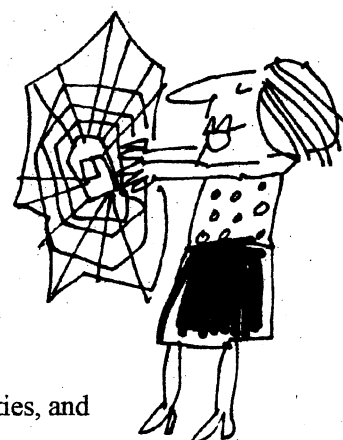


Did You Know We're Engaged?

Last year, POD and *The National Teaching and Learning Forum* entered a partnership to develop an on-line library: "Selected Resources on Teaching, Learning, and Faculty Development." Although there are many Web sites with collections of resources on teaching, learning, and faculty development, most of them are not organized as data bases, and none of them provide the kind of comprehensive, integrated, professionally-reviewed body of material that we are trying to create.

The resources will be organized as two "streams." One stream will consist of materials that are useful for post-secondary teachers who need information about methods, techniques, approaches, and theories of teaching and learning. The other stream, for faculty and instructional development professionals, will consist of materials that relate to their work. Of course, some materials will appear in both streams, and there will be links to make it easy for users to move from one topic or category to another without having to back out of the stream and start again.

We have been recruiting volunteers to serve as section editors—people who have strong special interests and experience in particular areas of faculty development (e.g., the scholarship of teaching, Web-based instruction, cooperative learning, etc.) and who are familiar with the best resources on these topics. Section editors are responsible for searching out new materials, monitoring the literature on their special topics, and writing reviews of materials they select for inclusion in the online library. (Section editors will be prominently identified at the head of each section for which they are responsible, thereby insuring fame, if not fortune.)



If you are interested in becoming a Section Editor, please contact Ed Neal (ed_neal@unc.edu) for a detailed description of the project, section editor responsibilities, and a list of the section topics that are still available.

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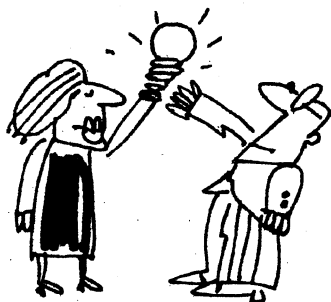
Over the years in POD, we've often reflected on the meaning of the P, the O, and the D. This partnership with *The National Teaching and Learning Forum* rises from the foundation underlying all three, the idea of a "network." Our hope for this partnership is that it will not only make expertly vetted materials on faculty and instructional development available to everyone who goes seeking

such information via the Internet, but also that it will acquaint information-seekers with the POD Network, the premiere organization for faculty and instructional development professionals and with the FORUM, an important source of information and ideas in this area of higher education.

SUBMISSIONS

That said it's worth reminding POD members that the *FORUM* is always looking for quality manuscripts. Pieces that come from your experience working with faculty on their teaching, your research in teaching and learning, your "bright ideas" —pieces that have something valuable to share, these are always welcome. Members familiar with the *FORUM* know that by design it is not a journal; yet it has been often described as more than a newsletter. These descriptive poles stake out a mid-ground where articles should not run longer than 1500 words in most cases, but should always be substantive, always contain ideas and locate those ideas in either their theoretical or practical contexts or (in the best of all articles) both.

Submissions should be sent to:



Dr. James Rhem, Executive Editor
The National Teaching and Learning Forum
301 South Bedford St. #3
Madison, WI 53703.

E-mailed submissions are welcomed and should be sent to
jrhem@chorus.net.

Because the *FORUM* has always been a "mission driven" publication, partnerships like this make sense. POD members share their expertise, the *FORUM* marks up, formats, and edits their submissions and makes the material available on a much-visited Web site. The library will be a FREE and open resource, extending POD's mission beyond its membership (while hopefully attracting new members as well).

The *FORUM* itself is a subscription publication and subscription revenue helps support this project. With the *FORUM* (as with the POD Network itself), it always comes as something of a shock to discover that many people haven't heard of either one. Hopefully, this project will help more learn of both. If you are one of those who've never heard of the *FORUM* or seen it, you're invited to send for a free sample copy by emailing me at (**jrhem@chorus.net**). To see limited samples of the publication (and the place where the library we're building will live) visit **www.ntlf.com**. You will also find subscription information and further information on submitting manuscripts posted there.

Finally, NTLF offers the same "member benefit" discount of 15% off the individual paper subscription price of \$39 to new subscribers who are already POD members that it offers members of AAHE.

— James Rhem

I've been a member of POD for almost 20 years and served on the editorial board of NTLF since its inception, so I am very excited about working on this project because I believe it will yield important mutual benefits for POD and for NTLF. I've always felt that the Forum reflected the same spectrum of ideas and opinions that are represented among members of POD—a rich and varied combination of philosophies and approaches to teaching and faculty development. It seems to me that this project will ultimately produce a unique resource for teaching that all of us in POD will be proud of.

— Ed Neal, Director of Faculty Development, University of North Carolina—Chapel Hill